



Buckfastleigh Primary School

Behaviour and Anti-Bullying Policy

Rationale

In our school community we want to create a safe, happy environment where all feel secure and respected.

We recognise that each individual child is at different stages of social learning and only through a consistent approach to the management of behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Buckfastleigh Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion and auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules, and will be asked to be involved again in reviewing the policy in a year's time.

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- Reinforcing good behaviour helps children feel good about themselves.
- When the adults change, everything changes
- Adult behaviours create children's responses and behaviours.

Aims

Through this policy we aim to:

- Ensure a consistent approach to managing behaviour based on agreed boundaries of acceptable behaviour and applied by all staff and understood by all pupils and parents.
- Promote pupils' self – esteem by providing a system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn to the best of their abilities.

Objectives

- To teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely
- To teach strategies for children to solve conflicts peacefully
- To teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group
- To agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- To enable children to recognise understand and respond to a range of feelings.
- To develop vocabulary to enable children to express feelings verbally rather than physically.
- To promote equal opportunities and instil a positive attitude towards differences.
- To promote an ethos of peer support.
- To ensure the atmosphere in the classroom environment is conducive to learning.
- To ensure children are aware of the consequences of their words and actions towards themselves and others.

Our School Rules

We have three simple rules:

Be ready
Be respectful
Be safe

These are known to our children as the
'Buckfastleigh Steps to Success'

These rules are used across the school community including in Reception.

Rights and responsibilities

Pupils' Rights:

- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by the adults in the school
- To know what is expected
- To feel safe
- To be treated fairly

Pupils' Responsibilities:

- To treat others with consideration and respect.
- To do their best and let others learn.
- To follow instructions from teachers and other staff.
- To support and encourage each other.
- To take responsibility for their own actions.
- To care for and take pride in the environment of the school.
- To sort out difficulties appropriately seeking adult help if needed.

Staff Rights:

- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To work in a supportive and understanding environment
- To feel safe

Staff Responsibilities:

- To create a safe and stimulating environment in which all children can learn.
- To treat pupils with consistency and respect at all times.
- To foster good relationships, leading by example.
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour.
- To work as a team, supporting and encouraging each other.

Parents' Rights:

- To be sure their children are treated fairly and with respect.
- To know their children are safe.
- To be able to raise concerns with staff and be told when their child is experiencing difficulties.

Parents' Responsibilities:

- Work with the school to promote good behaviour and challenge inappropriate behaviour and to uphold the principles of this policy.
- Ensure children attend regularly and on time.
- Be aware of the strategies of the school and reinforce these at home.
- Promote good behaviour, politeness, courtesy and consideration for others.
- Inform the school of any concerns that may affect the behaviour of their child.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Role of the Headteacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

Children are encouraged to talk to and 'tell' any of the many adults who are around if they are

unhappy or finding things difficult. Parents are asked to talk to us about any difficulties and the Head operates an 'open door' policy that responds to issues as they arise. Parents are welcome to come into school in the morning. Key Stage 1 staff escort the children out of school at the end of the day as this gives the opportunity for teachers and parents to communicate.

How do we encourage good behaviour?

- Use Reward systems –Stickers, Celebration Assemblies, Stars of the week, Above and Beyond, Hot Chocolate with the Head, Termly Attendance Award, Postcards sent home to parents etc. are given for work effort and achievements, good behaviour, and setting a good example.
- Constantly praise and reinforce good behaviour.
- Use of peer role models and older 'buddies'.
- Set and maintain clear expectations of behaviour in all aspects of the school with clear consequences for non-compliance.
- Discuss the implications of what a child may be doing wrong and explain the reasons.
- Lead by example e.g. demonstrate politeness - always using terms 'please' and 'thank you' when talking to the children.
- Set work that is relevant, motivating and appropriate to the children's abilities
- Organise peer support for children at risk.
- Discuss acceptable behaviour in assemblies
- Use Circle time – to explore issues in classes
- Children are sent to the head with good work/effort.
- Star of the Week Folder – All teaching staff record children's names in the book for a *significant* achievement or act of kindness. These achievements are celebrated in a weekly whole school assembly.

Stars of the Week

Children are chosen each week for good behaviour, effort, attitude etc to be the Star of the week from each class. This is celebrated with the whole school community at the Celebration celebration assembly and the reason for their selection is explained to all.

Attendance Award

We recognise that good attendance is linked directly to academic progress, so to this end, we celebrate good attendance.

We do this each week by:

- Awarding Keith the Attendance Owl to the class with the best attendance in the previous week.
- Awarding Snowy the Seal to a child (chosen at random) who had 100% attendance in the previous week.
- Showing how each class is performing in attendance by use of the Attendance Race in the hall.

Marble Jars /Class points are used in classes

Children can earn a whole class celebration by filling their marble jars earning class points. Prizes are in the form of celebration days, and may include a class sleepover, a games day, a picnic and walk in the woods.

What do we do when children make poor choices in behaviour?

We follow the Buckfastleigh Behaviour Blueprint

Buckfastleigh Primary School
World Class Behaviour Blueprint

Our Rules

1. Be ready
2. Be respectful
3. Be safe

Adult Visible Consistencies

1. Being welcoming
2. Being positive
3. Being calm

Above & Beyond Recognition

1. Putting others first
2. Rising to a challenge
3. Sticking at something

Relentless Routines

1. Fantastic walking
2. Legendary lining up
3. 'Eyes on me'

30s Intervention

1. Whisper reminder of previous good behaviour.
2. Walk away.
3. Quiet chat later in private.

Stepped sanctions

1. 30 sec Intervention.
2. Second reminder.
3. Chance to 'cool off' quietly somewhere.
4. Warm welcome back, 'I knew you could do it,' 'I'm here to help you,' or other positive comments.
5. Quiet chat later in private.
6. Make sure chronology is updated to let SLT know.

Rerouting

Some learners may also need rerouting:

1. I understand... (that you are angry/upset/cross).
2. I need you to ... (come with me so we can sort this out properly).
3. Maybe you are right... (maybe I need to speak to them too).
4. Be that as it may... (I need you to join in with the group).
5. I've often thought the same... (but we need to focus on...).
6. I hear you.... (it's not easy but I know that you can do it brilliantly).

The Restorative Five

1. What happened?
2. What were you thinking at the time ... and now?
3. How did this make people feel?
4. Who has been affected and how?
5. What can we do to put things right now and in the future?

It has been found that standards of behaviour are better when there is a balance between rewards and sanctions within a caring community atmosphere. In addition, standards of behaviour are also higher where the rewards and sanctions are applied consistently by all adults.

As can be seen above, rewards cover the broadest range of academic and non-academic achievement, including effort. These rewards are given instantaneously and children will receive recognition of these in the whole school celebration assembly.

Through our nurturing approach, all pupils understand that they are making a personal choice in their behaviour and that there is a consequence to the choices they make. There will be occasions when sanctions will be necessary.

How are staff and all adults expected to behave?



On our way to
Outstanding World Class Behaviour
at Buckfastleigh Primary School

When adults change, everything changes*

To expect children's behaviour to change, we as adults, need to change our behaviour.

What doesn't work?
Shouting
Negativity
Making children
comply
Confrontation



* Dix, P. (2017). *When the adults change, everything changes: Seismic shifts in school behaviour.*

When adults change, everything changes

- Before we can try to support a child's behaviour, we must first be in control of our own behaviour.
- Calm, consistent, controlled behaviour **MUST** be shown by ALL adults for this approach to work.



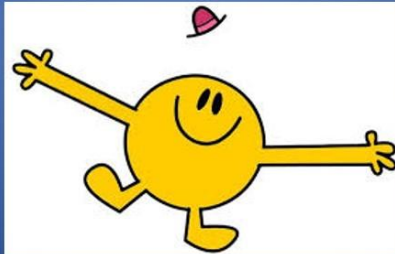
How can we change?

- By being a good role model
- By being consistent- always follow the same approach.
- By being understanding
- By being supportive



Our staff mantra

WELCOMING
POSITIVE
CALM



Welcoming

To children, parents, carers, and visitors

Friendly

Available

Smiling

Ready



Positive

- Praise the good behaviour first.
- Praise the right choices being made.
- Adults being upbeat, happy, pleased to be at work with the children.



Calm

- Keep calm at all times
- Be consistent with your approach
- Remember bad behaviour is a child communicating something to you
- Shouting, threats and demands by adults will only escalate the problem.



3 steps to success

- SAFE
- RESPECT
- READY



- All behaviours can fit into these 3 steps.
- This language **MUST** be used in every conversation regarding behaviour. It will quickly become ingrained into the life of the school.



Above and Beyond

- If you continually reward basic behaviour, then children will strive for minimum standards.
- If you reward children for going above and beyond then there is no limit to their excellent behaviour.
- This mantra **MUST** be repeated often.
- Focusing on behaviour that is above and beyond creates an immediate shift in expectations.



VISIBLE CONSISTENCY

- Having visible consistencies from adults is a way of showing all the adults visibly coming together as a team, standing together as a team and showing they are united in maintaining high standards of behaviour.
- Visible consistencies in children show that they are also part of that team too.



VISIBLE CONSISTENCY from all



With the new FANTASTIC WALKING, children are now walking tall, chests out, hands behind backs and showing a sense of pride, whilst keeping safe.



VISIBLE CONSISTENCY from all

MORNING GREETINGS

This is our way of welcoming each child into school, showing them respect and acknowledging that this is the start of the school day and 'This is how we do it here.'

Teachers must welcome each child, often with a handshake (in KS2), so that it is a visible consistency across the school.

Teachers on the playground should be mixing with parents and children **away** from the lines while saying a welcoming, 'Good Morning' to each child.



30 SECOND INTERVENTION

HOW TO APPROACH A CHILD MAKING THE WRONG CHOICES.

- All the children in the class deserve your attention, not just the one child making wrong choices. Therefore, we are all going to adopt the 30 second intervention.
- The 30 second intervention needs clear, scripted language, and again, a consistent approach by all is needed for this to work.



30 SECOND INTERVENTION

1. Whisper in the child's ear...an example of good behaviour that they had previously shown, e.g. I liked it when you sat beautifully this morning, I loved it when you wrote neatly yesterday, Do you remember last week when you answered all those maths questions etc. That is the person I know, and that is the person I would like to see today.
2. Follow that with "thank you for listening," and then walk away.

Don't be tempted to loom over the child for a response, leave them to make the right decision. This is not a 2 way conversation, it is adult led and designed to be a win, win situation with your dignity intact and the child's dignity intact.

The moment you deliver a sanction is the moment that a protest will emerge.

3. This can be followed by a calm chat a lunchtime with the child.



GET IN, DELIVER YOUR MESSAGE, GET OUT!

STEPPED SANCTIONS

1. If a child is showing poor behaviour, the 30 second intervention is the first step.
2. A second reminder will be given to make the right choice.
3. Offer the child a chance to leave the class in a calm manner to "cool off", this is not being sent out!
4. Invite the child back in with a warm, welcoming approach. "I knew you could it!" "I'm here to help you." or other positive comments can be made.
5. Have a private chat at lunchtime and log on the chronology.



STEPPED SANCTIONS

- All of this must be done in a calm manner and done CONSISTANTLY around the school.
- We must all be doing and saying the same things to help the child make the right choices.



TO SUMMARISE

- WELCOMING POSITIVE CALM
- 3 STEPS TO SUCCESS ABOVE & BEYOND
- 30 SECOND INTERVENTION
- STEPPED SANCTIONS



Outside school children are expected to promote a positive image of the school, this is particularly important on their journey to and from school.

The child with specific behavioural difficulties

A child with additional behavioural difficulties will have an plan in place detailing strategies to deal with specific targeted behaviours. This may include:

- Behaviour charts with small targets linked to rewards and loss of privileges.
- Time out, where a note is sent to the Headteacher or senior teacher to request the child is removed from the class. The child spends the rest of that session and/or next session with the head teacher or in a different class with work set.
- Parental involvement in a system of rewards and sanctions.
- Referral to outside specialist support.

In the playground

Minor and moderately serious offences on the playground.

Staff on playground duty investigate any incident fully by discussing the incident with all children involved to establish exactly what happened and identify the cause of the problem.

The child is asked to apologise and strategies are discussed to suggest ways of dealing with conflicts peacefully.

If, following discussion, it is clear a child has deliberately not conformed to the rules the following staged approach and sanctions apply:

A reminder is given of expected behaviour and the consequences made clear if the behaviour continues, ie loss of breaktime/ being sent to the class teacher, senior leader or headteacher.

Subsequent bad behaviour at the same break time will result in the pupil being sent to the headteacher, or senior teacher in absence.

All misdemeanours that are considered very serious are referred immediately to senior staff and recorded on CPOMS.

The child with specific behavioural difficulties

If a child is having regular difficulties on the playground the headteacher and SENDCo will be informed and alternative action taken in discussion with the child's class teacher.

The child will be placed on a behaviour chart with specific targets and rewards and if no improvement is made the parents become involved. If the behaviour persists the parents may be asked to remove the child from lunchtime for a set period of time.

Physical Restraint

In exceptional circumstances it may be necessary to restrain a pupil where their behaviour will result in a risk of injury to him/herself or others. All staff should then complete a form reporting the circumstances of the restraint. This information is kept on file in the headteacher's office.

Exclusion

Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Education Authority (LEA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Racial Incidents

Racial harassments are not tolerated in school and all staff have responsibility to report to the headteacher any incidents.

Incidents are recorded (*Appendix A*)

Circle time discussions are used to develop pupils' racial awareness to prevent racial discrimination. Parents are involved when necessary i.e. child's behaviour has shown no improvement following intervention.

Bullying – See Appendix B Anti-Bullying Policy

Communication of Policy

All staff are provided with a copy of the policy and rules are displayed throughout the school. A copy is kept in the staff room and a summary included in the school prospectus.

Monitoring

In the light of this policy the behaviour of pupils will be monitored throughout the school through observation and in consultation with the headteacher and other staff.

After 12 months the policy will be evaluated through consultation with all concerned eg governors, staff and children.

Any agreed changes to this policy will then be incorporated as necessary.

APPENDICES:

Appendix A – Racial Incident report
Appendix B – Anti – bullying policy

APPENDIX A

Bullying and Prejudice Related Incidents Form

Send to: reducingschoolbullying@babcockinternational.com

BPRI Form

Details of those involved:

	Target(s)	Aggressor(s)
Names: Please also provide per name: <ul style="list-style-type: none"> • Year Group/Staff/ Guardian/Visitor. • Ethnicity (and religion if relevant). • Disability or SEN? • Gender. • Child in Care (CiC)? 		

Type of incident (tick all that apply):

<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia).	<input type="checkbox"/> Incitement (e.g. spreading rumours or encouraging others to participate).	<input type="checkbox"/> Damage to personal property.
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching).	<input type="checkbox"/> Cyber bullying (e.g. text, facebook or email).	<input type="checkbox"/> Threat with a weapon.
<input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments).	<input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding).	<input type="checkbox"/> Theft or extortion.
<input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity).	<input type="checkbox"/> Homophobia (e.g. derogatory use of the word "gay").	<input type="checkbox"/> Sexism/Sexual harassment.
<input type="checkbox"/> Disability related.	<input type="checkbox"/> Religion or belief related.	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Related to the target's perceived characteristics (e.g. their skin colour or learning disability).	<input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend etc).	<input type="checkbox"/> Persistent Bullying
		<input type="checkbox"/> Other (please describe below):

Description of the incident(s):

When did it happen? (date & time)	Where did it happen?	Summarise what happened and who was involved including witnesses, participants and bystanders:

Appropriate action agreed to be taken:

With the aggressor(s)	With the target(s)	With the school
<input type="checkbox"/> Apology to the target(s).	<input type="checkbox"/> Comfort and reassurance.	<input type="checkbox"/> Staff/governor training.
<input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity).	<input type="checkbox"/> Buddying, mentoring or peer support.	<input type="checkbox"/> Class/peer group workshop.
<input type="checkbox"/> Restorative justice.	<input type="checkbox"/> Counselling.	<input type="checkbox"/> Assembly subject.
<input type="checkbox"/> Disciplinary action.	<input type="checkbox"/> Referral to specialist help/agency.	<input type="checkbox"/> Review of curriculum or policy.
<input type="checkbox"/> Notify parent(s)/guardian(s).	<input type="checkbox"/> Notify parent(s)/guardian(s).	<input type="checkbox"/> Campaign e.g. posters.
<input type="checkbox"/> Exclusion.	<input type="checkbox"/> Medical treatment.	<input type="checkbox"/> Letter to parent(s)/guardian(s).
<input type="checkbox"/> Notify police (if criminal activity).	<input type="checkbox"/> Set review dates.	<input type="checkbox"/> Initiative with learning community/loc authority.
<input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Other (<i>please describe below</i>):

Repeat incidents:

Select if this is a repeat Incident.	<input type="checkbox"/>
Date(s) of previous incident(s):	

Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

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Form completed by:

Print name	Position	Signature	Date
Name of School and contact details:	Buckfastleigh Primary School, Bossell Road, Buckfastleigh, Devon, TQ11 0DD		

Select if you would like the local authority to contact you about the support available.

Send to: reducingschoolbullying@babcockinternational.com or Reducing Bullying in Schools, Babcock LDP, 2nd Floor, Milford House, Pynes Hill Exeter, EX2 5GF. **Please refer to the BPRI Guide for further information.**



APPENDIX B

ANTI – BULLYING POLICY

Policy Statement

Governors, staff, parents/carers and pupils at Buckfastleigh Primary School are firmly opposed to all forms of bullying. Each pupil has a right to enjoy an education free from fear and distress. All members of the school are expected to treat each other with consideration and respect. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The school will react firmly and promptly to cases of bullying.

Aims of the policy

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Rationale

Bullying is behaviour which

- deliberately makes another person feel uncomfortable, distressed or threatened
- is repeated over time
- makes those being bullied feel powerless to defend themselves
- can include racist, sexist or homophobic behaviour

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist or homophobic remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber-bullying (using social networks, texts etc to spread rumours or to make hurtful remarks)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils must be encouraged to report bullying...

Schools' teaching and support staff must be constantly alert to the signs of bullying and act promptly and firmly against it.

Buckfastleigh Primary School works to combat bullying by:

Involving pupils in:

- class discussions, PSHE programmes and assemblies
- displays of appropriate work

Raising awareness in staff, parents and governors through:

- awareness-raising sessions for teaching and non-teaching staff
- working with teachers from previous settings
- school prospectus and other publications to parents/carers

Implementation

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the headteacher.
- The headteacher will interview all concerned and will record the incident
- Class teachers will be kept informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with their teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

1. Recognising likely victims:

Staff need to be proactive in observing pupils who could be vulnerable. These children could include those who:

- are new to a class or our school
- are different in appearance, speech, or background from their peers
- have low self-esteem
- demonstrate "entertaining" reactions when bullied
- are nervous or anxious

Some potential victims are identifiable as individuals; some are identifiable as members of a group. Examples of these groups might include racial background, social status, gender, intelligence.

2. Possible signs of a child who is being bullied:

- Being frightened of walking to or from school
- Being unwilling to go to school
- Changing their route to school
- Beginning to do poorly in their school work / attainment at school dropping.
- Going home regularly with books/clothes damaged
- Erratic attendance
- Being unwilling to go out to play
- Going home hungry (packed lunch/money was taken)
- Becoming withdrawn
- Becoming easily distressed
- Eating less or in a very different way

The following disciplinary steps will be taken:

- official warnings to cease offending
- loss of playtime
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Full procedure for staff: Dealing with Bullying

If bullying is reported to you by a child you should:

- Take action that day.
- Note down all the details. Be sure that what the witness has seen is correct, and if possible, find out if other children have seen what is happening. Remain calm when

investigating the incident. Reacting emotionally can add to the fun of the child bullying and give them control of the situation.

- Speak to the child who is being bullied. Write down everything that they say. Establish whether it is bullying (i.e. persistent or deliberate attempt to hurt or humiliate) and find out for how long it has been happening.
- Ask the child if they would feel comfortable if they met with the person who has been bullying. If they do, then bring the children together, so that the child bullying can be made fully aware of the feelings of the victim. If the victim does not want to meet the perpetrator, then speak to them on your own, and outline all of the details that have been passed on to you. This must be done in a calm but firm manner, explaining the effect on the other child and telling them how worried you are about the victim. The child bullying needs to be fully aware of the impact of their actions.
- Report the incident to the Headteacher
- Contact parents of the victim: teachers should contact the parents of the victim first. Invite them to school and explain what you have been informed of. Reassure them that their child will be looked after and that the school will not tolerate bullying. Tell parents that the parents/carers of the child bullying are being contacted, and that they will be made fully aware of all that is happening.
- Offer advice and support to parents and that if for example, it is happening in the playground and the child is worried about being out there, that the child who is bullying will be removed from the playground if necessary, for some lunchtime sessions. (They can complete a reflection sheet or write a letter of apology to the victim – they must be supervised in school.) If it is happening at the end of the school day/on the way home, then the parents of the child bullying will have to come and accompany them home.
- Note down key discussion points from the meeting.
- Inform parents that you will contact them again to follow up the situation. Call them a few days or a week later, to check how the victim is feeling.
- Contact parents of the child bullying: teachers should contact this child's parents/carers straight after contacting the victim's parents. Parents should be invited to school for a meeting. This meeting should be conducted with the Head/Deputy present. It may also be appropriate for the child bullying to be present at the meeting with parents.
- Explain fully the situation and if necessary, show them your notes from meetings with witnesses, to demonstrate that this is not a one-off event.
- Explain that staff have already spoken to their child, to get a full account of what is happening, and to give them the opportunity to give their side of the story. This has also been done to explain to the child bullying the impact of the actions on the victim. Let them know that the victim's parents have also been contacted.
- Explain any punitive measures, such as removing the child from the playground on a short-term basis, so that they can see that the school is being proactive about the situation. Also explain that their child will be given the opportunity to apologise to the victim.
- It would be positive if the child bullying could talk to their parents, and have the opportunity to explain their feelings about the situation, and what they could have done to prevent it happening initially.
- Explain that the incident is being recorded on a CPOMS (Online Incident Reporting and Monitoring System) as is normal procedure at Buckfastleigh Primary School. Solicit their support for mechanisms to help their child if necessary.
- Offer to contact the parents in the future, to find out how the child is, and to show that we care about all children at Buckfastleigh Primary School.

- Complete CPOMS (Online Incident Reporting and Monitoring System). Closely monitor the situation involving the children concerned, and inform other adults who work with the children and lunch-time supervisors, so that as many people as possible can ensure that there are no repeat incidents.

Responding to groups:

It is important to know something of the dynamics of the group before you act.

Tackle each group member individually and find out exactly what is happening and their feelings about the situation or about other people involved. Get each person to take responsibility for his/her actions. It is particularly important to identify the ring leader. If, as a result of these meetings, it is established that bullying is happening, then the same procedures should be followed as above in dealing with the victim and perpetrators of bullying behaviour.

Prevention is better than cure

- Ensure that anti-bullying remains a high profile area of concern for children. We want Buckfastleigh Primary School to be a 'telling school', where children feel relaxed and secure about coming forward to tell others about bullying.
- The ethos of the school should promote positive behaviour towards everyone.
- Remind children that if they have problems they should talk to someone, either at home or at school.
- Communicate with other staff: ensure that lunchtime staff, PPA teachers, TAs and other adults who work with any children involved in bullying situations are aware, so that they can monitor behaviour and the relationships between children at school. The more people that know, the more we can care for each other and the less likely it is that such situations will arise again.
- Ensure that PSHE work includes regular examples of work to boost children's self-esteem, value the differences of others, work cooperatively on tasks and understand the feelings of others in different situations.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date	Headteacher Signature	Chair Signature
April 2018	Jan Hillman	Beverley Garland